

Andrew J. Stetson, D.M.A—Candidate Statement

Teaching Effectiveness

Engaging teaching with a focus on artistic expression, sound fundamentals, and creative problem solving is critical, but so too is the development of a community that embraces, enjoys, and furthers this learning outside of the weekly lesson. As students navigate their degree program, an applied lesson is an important time with a powerful one-on-one dynamic, but the bulk of a music student's week is spent outside of that lesson. With this in mind, developing and maintaining a studio with a team atmosphere is essential to my teaching. Building an environment where engagement with musical concepts and attentive support extends beyond the private lesson and into each interaction students have with their peers is paramount. This is true both inside and outside of the classroom. In this way, students are encouraged to learn as much from each other as they will from their faculty.

Extending musical skills and embracing a sense of unity that is sustained beyond the lesson time creates an opportunity for integration, a cornerstone of my teaching philosophy. The detailed work in an instrumental music lesson is made stronger by constantly incorporating academic class topics from both the music curriculum and university experience as a whole. Seeking repertoire, exercises, and performance projects that rely on and enhance the learning from these other spheres creates the best possible outcomes for individual and ensemble performances, and better prepares students for success as teachers and artistic professionals. With this in mind, I see applied lessons functioning as a platform for creating connections among all aspects of a music student's degree, and I consistently lead students to discover and engage with these connections.

With coursework and ensemble concepts constantly integrated into the applied lesson format, I also seek to set my student's sights on opportunities that exist outside of the University walls. Success in competitions as individuals and in chamber ensembles can create common goals from which to build a vital sense of community. Seeking competitive scholarships not only serves to provide accomplishment and financial support for students, but also validates the academic integration that is essential to this type of success. The entrepreneurship skills that are required for accomplishing these goals are practiced and learned throughout the process. The hope is to create a community of students capable of inventing and creating new and exciting opportunities for themselves and their peers.

Through building a team-oriented community focused on full integration of the university experience and an eye for entrepreneurship, my aim is to better equip students to successfully manage their time at the university and prepare them for a future filled with creativity and artistic expression.

The success of this approach is evident with improved performances and academic skills across the entire studio and important accolades on the national stage. Students have performed within notable competitions such as the Ellsworth Smith International Trumpet Solo Competition and the National Competition. In fact, for two years in a row, my *entire* trumpet studio has performed in the live *invite-only* rounds of the National Trumpet Competition in the trumpet ensemble division. The awarding of the 2016 TTU Hemphill-Wells New Professor Excellence in Teaching Award provides further evidence of teaching effectiveness, as does the positive commentary provided by students during each semester of student evaluations.